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ABSTRACT

Programs and resources to assist college students who are seeking international careers and other international opportunities are described in this monograph. The first chapter focuses on internationalism and American education, discussing American international illiteracy, foreign language study, and international education. The second chapter discusses international programs in American institutions of higher education. The third chapter describes the international career center, including specific discussions of the Career Center at Columbia University's School of International and Public Affairs and Rice University's Career Services Center. The fourth chapter discusses program development, including establishing a need and administrative base for the program, program promotion, program evaluation, and vision for change. The fifth chapter discusses components of the internationalized career center. The sixth chapter discusses potential problems of internationalization, including budgetary concerns, insufficient support from the university administration, the student body, and the faculty, and problems concerning travel funds. The seventh chapter describes future trends in internationalization. A list of 65 references is included. The appendix lists publications of interest to the international career seeker; resources for an international career library; top international programs; international directories; and addresses of Chambers of Commerce. (ABL)

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Internationalizing Career Planning

A New Perspective for College Career Centers

Robert D. Sanborn

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ERIC Counseling and Personnel Services Clearinghouse
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To the staff of Rice University's Career Services Center—a finer group of professionals would be difficult to find.

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Introduction

Today's job seekers have both greater opportunities and more complex tasks ahead of them than ever before. As Robert Sanborn clearly points out, prospective job seekers and proactive career planners need to be thinking of career and job possibilities internationally, not only in the United States. This internationalizing of the job market increases the range of job opportunities for job seekers. But it also means that those who aim to offer career planning and/or job placement assistance to job seekers must be knowledgeable about the international job market as well as the factors to be taken into consideration in the type of career planning that is responsive to the international scene.

In this monograph, Bob Sanborn sketches international developments that impact on university career centers and specifies the key components of an internationalized career center. Not merely content to educate us about the contemporary scene, he then continues on to discuss future internationalization trends.

Career counselors and career center personnel will find this to be an unusually thorough and useful volume. It will equip them to deal with the here and now (which has become more internationalized than we may realize!) as well as prepare them for the future. It is, in short, one of those unusual books that help you prepare for the future while responding to the present; those of you who read it will feel enriched.

Garry R. Walz
Director, ERIC/CAPS

About the Author

Robert D. Sanborn, Ed.D., is Director of the Career Services Center at Rice University in Houston, Texas.

Preface

As the mass media heralds a new global era, efforts are being made to establish enhanced international education in the United States. In the area of higher education, these programs include study and work abroad programs. The University Career Center has established programs and resources within a few universities to help students seeking international careers and other international opportunities. These career centers serve as models for other university career centers to internationalize and assist students in participating in the global economy.

Internationalism is becoming a common word in the United States as events, both political and economic, shape a world where Americans can no longer maintain a cultural isolation. A demonstrated need exists for an increase in international education for all levels of our society. American students lack knowledge in global geography, and few students study foreign languages. Yet American college students today have a yearning for exposure to a wider world.

Study or work abroad programs have provided many benefits to American students and opportunities for them to expand their knowledge of the world. Although a few weak areas exist within study abroad programs, including the limits of participation within them, international programs have initiated a great deal of interest in the international experience and in continuing it after completing one's education.

The very success of these programs, along with the national focus on international events and the global economy, has provided initiative for students to seek careers that involve travel, international business, and interaction with other cultures. Many universities have failed to address this interest of students, leaving students to examine the area of international careers without direction.

This monograph focuses on one possible solution to the problem of students interested in a career with an international perspective but who don't know where they can turn for direction. Universities must offer something to students interested in international affairs and in pursuing international careers because their interests, if developed, can certainly help the United States during an era when international competition is extremely keen. A source of direction can, for the increasing number of students with international interests, provide an increase in the number of students entering international business, graduate schools with an international focus, or other

international careers. It can also lead to informed American college graduates.

The career center of the university is uniquely suited to meet many of these goals and to add a practical dimension to the international experience. The university career center should attempt to address these issues and provide some international direction to American students. It should do so through a specific program addressing a number of traditional methods of career education.

As will be detailed further, the career center must transform each component of the traditional college career center into an area that educates students and promotes international opportunities. An international dimension must be added to all areas in the career center: the placement and career counseling offices and the library. In addition, international internships should be available to interested students. The career center will then function not only as a traditional career center but also as an international career education center.

It is the hypothesis of this monograph that career centers following the internationalization model will provide students with the opportunity to pursue international careers. A model internationalized career center sets an example for a centralized higher education program within the American university that emphasizes international education and prepares students for the new global era. We will examine the specific areas of the career center that can be internationalized, how a program is developed, and what auxiliary programs can be developed to increase students' international awareness. Two specific career centers are offered as models of career center internationalization: The Columbia University Graduate School of International and Public Affairs Career Center and the Rice University Career Center.

Chapter 1

Internationalism and American Education

> In the new era, economic performance will replace military might as the measure of a nation. This will test the wisdom of governments and the ingenuity of business. (Nulty, 1990)

The Emergence of Internationalism

As the world becomes a smaller place to live, the United States must learn the lessons of interdependence with which many other nations are already familiar. Markets are becoming increasingly internationalized. During the early part of the century, the United States felt that isolationism was the best course for the country. We then learned that isolationism left us, as a country, out of step with the rest of the world. We are now approaching a crossroads where economics is replacing military strength, and the United States certainly feels the pressures of maintaining a global dominance or at least keeping up with the rest of the industrialized world.

Numerous theories exist about how global economics enhance American power. Education can certainly be a major factor in the preparedness of the United States. Education also takes those involved beyond the power struggle and into the realm of understanding different cultures, attitudes, languages, and motivations. With this understanding comes success without confrontation.

As one examines international events and geopolitics, the world can be seen as a compilation of separate nations. This is being increasingly challenged as nations form international conglomerates and cooperation among nations becomes imperative. Economically speaking, the globe is turning into a giant marketplace where divisions are not as pronounced and obvious as they once were. This breakdown of divisions is easy to spot by watching current events or by simply conducting business on a large scale. Internationalism offers many benefits and challenges to those who are able to meet these challenges and prepare for them.

Global Communication and Internationalism

Symbols of this emergence of internationalism can be spotted in something as simple as our everyday speech. Common words in our American vocabulary point towards the new internationalism: international, multicultural, global, cross-cultural, and intercultural (Edwards, 1987).

Improvements in communication technology have also ushered in this new "globalism" and have kept the world informed of everyday happenings in what once were considered the earth's most far away places. Witness the use of the media during the turmoil at Tiananmen Square in China and the destruction of the Berlin Wall. Media brought these events onto television sets around the world, helping us view them as they happened, rather than reading about them in a newspaper and feeling that they don't really affect us all that much.

Technology is also having an impact as the use of computers continues to increase. Research findings and easy access to published knowledge and ideas are continually becoming more readily available and bringing the global community closer.

The changing face of transportation has also contributed to growing internationalism. Faster and more efficient transportation has allowed more people to travel internationally at prices they can afford. This travel has allowed citizens to encounter foreign cultures and come to the realization that xenophobia—fear of strangers or foreigners—is irrational.

Economic Internationalism

Manufacturing, once a matter of national pride, is still an area that has not been completely internationalized, but this too is changing. Products are now often being reproduced in a composite manner with various countries assembling and manufacturing individual parts for one product. The automobile industry, an industry of extreme national protectionism, is an excellent example. Japanese Toyota and American General Motors have combined their efforts in one plant in California. Honda manufactures cars in the United States and ships some back to Japan. Ford has plants in Brazil, Mexico, and Australia, as well as in other countries. The list of joint and international manufacturing efforts is endless.

This internationalism goes beyond the domination of world markets by the United States which began in the 1950s. Today, American companies actively seek foreign nationals to run and contribute to international operations. In fact, American companies often much prefer to hire a national of a foreign country for those operations. It is good for the company and contributes to a better understanding of the cultural barriers that are usually present.

Political Internationalism

Political barriers are another area yielding to the new internationalism. Countries were once able to function on their own economically and politically. Today, economic barriers are increasingly falling and this allows political barriers to fall in tandem. The most poignant recent example is that of Eastern Europe.

The new political agenda in Eastern Europe will most likely lead to a new internationalism and strong ties to the rest of Europe. These changes may not have happened without the help of new leadership in Russia, a country which is also undergoing changes, many of them economic. These changes have and will certainly continue to bring interaction and cooperation between nations.

Western Europe is probably the finest example of how far internationalism can progress. Historically the site of some of the deepest human conflict, Western Europe has progressed and changed to become an example of world cooperation. The European Community has grown from a few countries that formed an organization for free trade on a few products, to a confederation of 12 nations that in 1992 will allow 100% free trade. This Community even has hopes of forming a federalist group to make joint policy decisions. Hopes are high for one monetary standard and one currency for the entire community. Countries surrounding the European Community seem less interested in competition than in taking advantage of this cooperative spirit and joining the Community either as a full member or an associate member (The Economist, 1989).

The United States and Canada have also taken steps towards the integration of their economies. The 1989 U.S.-Canada Free Trade agreement eliminates previous national barriers to trade and the exchange of workers. The 1989 agreement can also be seen as a step towards full integration of the national economies and could lead to a full disbandment of frontiers and political barriers.

All of these events not only provide a context for the need for world change, but an opportunity for the United States to initiate needed changes and develop skills among its population. These developments must pull the United States from a state of assumed leadership and challenge it to a position of cooperation and cultural understanding of other nations. Should these changes occur, they will enable Americans to provide leadership and maintain a position of leadership, though probably not the sole position of leadership, in the world.

As the United States enters the 21st century, it is faced with the fact that the world may soon be a place where one nation cannot dominate almost every aspect of international life and policy. Groups of other nations, such as the European Community, have emerged as leaders. Japan has become a true economic power. Improved communication and other factors have enabled nations to draw closer and become reliant upon each other for real economic and political progress.

American International Leadership

The United States will probably never again serve as the sole world leader in the area of scientific innovation and economic power. Many believe that Japan and Western Europe now match the United States in scientific achievement and progress. One need only look at the number of patents held by the Japanese or the number of Nobel prizes won by Western European scientists to understand.

The United States has not had sole possession of nuclear weapons since the 1950s. Our military power is not as influential as it once was as conflicts decrease to small regional flare-ups.

In the area of economic power, the United States often plays an important role because of the size of the marketplace. Despite a trade deficit, it also continues to gain a great deal through international trade. Between the years of 1960 and 1977, foreign investments in the U.S. rose by 77%, while America's investments abroad rose by 123% (Tonkin & Edwards, 1981). In 1984, it was estimated that approximately 25% of the United States' gross national product was derived from foreign trade and that a third of American corporate profits were generated by international contacts (Commission on International Education, 1984). The United States, with a gross national product twice that of any other country, does wield influence, but this power is not the independent, almighty power it once was.

The American marketplace is continually dependent upon imports and does not have the position it once held as the world leader in both manufacturing and management. The United States is greatly affected by foreign business methods and buying patterns. In 1960, the United States was the world's largest exporter of manufactured goods. Today, its share of the world market has gone from 25% to 10% (American Institute for Foreign Study, 1989). This has led to a huge trade deficit that demands that exports be increased.

What all these factors amount to is that the United States cannot continue to be an economically, politically, or militarily semi-isolationist nation. It follows, therefore, that the United States cannot continue to be a semi-isolationist nation educationally either. American schools cannot continue to perpetuate the national arrogance that has become an American cultural trait. Americans too often feel a misguided and inappropriate cultural superiority.

Changes in world events dictate that the United States become part of the world community. The changes occurring within the demographic structure of the United States underscore the need to internationalize education.

American ethnicity. Much ethnic diversity is evident within the United States. A large Hispanic population is emerging as a powerful part of the United States, making it one of the largest Spanish-speaking countries in the world (Tonkin & Edwards, 1981). Other non-European cultures are also becoming more prevalent in America. These "new to America" cultures have also maintained their ethnic diversity, rendering the "melting pot" theory less viable than it once was. Many Americans have a hard time believing or accepting these facts.

European focus. Whenever the United State has chosen to participate in internationalism, it has done so by looking towards Europe. To many Americans, when one mentions international issues, they think of Europe. This is due in large part to cultural heritage, since many Americans are descendents of Europeans. As more and more Americans travel abroad, they continue to view Europe as a primary destination (Council on International Educational Exchange, 1989a). Those visitors traveling in the United States, however, come from many non-European locales. Americans are also undereducated in non-European languages (National Governor's Association, 1989). This will continue to be of importance as international business and other negotiations grow. As internationalism expands and continues to involve the United States, action will need to be taken to educate Americans about the world community.

Internationalism and American education. As cited by previous examples, internationalism has been reflected globally in a number of ways. We are made aware of it daily through the written and broadcast media. It affects American business. The government constantly grapples with internationalism and related problems with great fanfare. However, education has been the missing link in embracing this new international awareness.

International interest. The new attention that is being paid to internationalism has created an international awareness among Americans. This is especially true among American youth. But, education has skipped over this internationalism and continues to focus on the semi-isolationist point of view. Young Americans are focusing on issues that deal with the human condition and its improvement, and specifically, focusing on interest in other cultures and nations. Their interest is much greater than their parents' interest.

Internationalism and higher education. This international interest has probably not been as cultivated as it should have been. Universities have served this interest better than primary and secondary schools, but these efforts have only been concentrated on a few areas. For example, history and political science courses are offered, but substantive courses on international business and economics are often in short supply (Burn & Perkins, 1980).

The typical institution of higher education has study abroad programs. These will most likely be situated in Western European countries in urban areas. Students will be taught in English by faculty from the sponsoring American school and will study subjects that could easily have been taught in the United States. Interaction with foreign nationals (usually through tours) is minimal as most tours are led by Americans. This is, of course, the stereotype, but it is certainly the most common situation.

Other efforts at international education by universities include international relations majors, language majors, and history majors. High interest by students in these areas shows a great need to continue to pursue international education goals. An excess of students within these majors has left others with interest in international areas weary of the idea of working in international occupations. Indeed, what has

happened is that colleges and universities have forgotten the areas where help is most needed, such as international banking, business, finance, and economics. Not only have these majors been lacking in graduates, but American businesses have not felt that the students coming out of universities have the requisite experience or course work. Businesses have been reluctant to hire students with degrees in foreign languages because of the perceived notion that these students have no practical skills or business knowledge (Hayden, 1980). Universities have not educated their students about the demands of the marketplace or convinced businesses of the quality of their graduating students. The result has been that students are discouraged about majoring in a foreign language, leading to a continued inability on the part of Americans to communicate globally.

This discouragement about studying foreign languages has not discouraged interest in international careers. The demand exists, but universities aren't doing anything about it. Students are increasingly interested in graduate professional schools of international affairs. These schools are few in number—only about 10 exist that are truly professional. These professional schools are similar to graduate business or law schools, which number in the hundreds.

American businesses increasingly need specialists in international areas, and not only for foreign locales, but within the United States as well. With so few schools offering the necessary courses, and so few students able to obtain the undergraduate course work or experience to help in this area, American business is becoming increasingly vulnerable.

American graduate schools of business are, for the most part, ill-equipped to meet the needs of those interested in international careers. The majority of these schools offer one or two international courses at most. All other classes are based on American case studies and techniques. Certainly no foreign language requirements exist (Hayden, 1980).

American law schools suffer similar problems. Many students enter law schools with an expressed interest in international law. These students soon find that there are very few international law classes offered. Unfortunately, the road to international success does not travel through law schools offering insufficient international course work.

American International Illiteracy

International education within higher education is certainly an area in need of improvement. However, elementary and secondary schools educate many times more Americans than do the colleges and universities. International illiteracy comes directly out of these beginnings. Education as a whole has suffered from this lack of knowledge of world events and people.

Recent research shows the inadequacies of the American public and of the student population. One study (National Governor's Association, 1989) showed that:

- One in seven American adults cannot locate the U.S. on a world map.
- One in four high school seniors in Dallas cannot name the country bordering the United States on the south.
- Only one elementary school in six offers instruction in a foreign language.
- One-half of all undergraduates took no foreign language classes during their undergraduate education.

Another study cited by the Southern Governors Association showed that 20% of American elementary school students cannot locate the United States on a map (Vobeja, 1986).

Foreign Language Study

The study of foreign languages is one of the most obvious methods of measuring the United States' involvement in international education. Students studying foreign languages would seem to be the obvious choices to carry on any international dealings that the United States might have in the future. If this is the case, at the present time, the future is dim.

In 1965, 24% of American high school students were studying a language. By 1976 this number had dropped to 18% (Tonkin & Edwards, 1981). Presently, the number has risen to 25% of American high school students studying a foreign language for more than two years (National Governor's Association, 1989). This situation exists in high schools across the nation. University students are not faring much better.

Between the years of 1968 and 1977, enrollment in university-level language courses dropped 17.7% (Tonkin & Edwards, 1981). Recently, only 8% of colleges and universities required foreign language for admission, and the United States is the only country in the world where a student can graduate from college without having studied even one year of a foreign language (Newell, 1987). Foreign languages, when available, continue to emphasize Western European languages. French and Spanish dominate language education in the United States. Even though Japan is seen as an important economic competitor with America, with increasing numbers of Japanese and Americans working and traveling between the two countries, few students study Japanese and few teachers are available to teach it. The Japanese, on the other hand, have compulsory English language training from an early age. Russia has more teachers of English than the United States has students of Russian (Grusoncp, 1986).

The federal government has been historically uneven in its support of international studies and foreign language training. At various times in recent history it

has supported international efforts and withdrawn funding. The number of federally funded fellowships for foreign languages and international area studies dropped from 2,557 in 1969 to 829 in 1978 (Newell, 1987).

The United States has continued to acknowledge publicly that student exchange programs and foreign language study are important. It even signed a provision in the Helsinki Accords of 1975 acknowledging the importance of the study of foreign languages and cultures and encouraged educational exchanges between nations (Burn, 1980). Within the State Department itself, the United States' primary representation abroad, no foreign language examination is required for admission to the Foreign Service (U.S. Department of State, 1988). The American diplomatic corps is the only one in the world that does not require fluency in a foreign language (Burn & Perkins, 1980). Within the Foreign Service itself, nearly one-third of the international positions designated as requiring foreign language fluency are filled with those lacking such a proficiency. Additionally, 21% of those diplomats in the American Foreign Service promoted to senior ranks between 1983 and 1986 spoke only English (Gruson, 1986).

International Education

International education as a whole has suffered during the last two decades. Foundation support, a traditional method of support in lieu of government funding, also dropped. The Ford Foundation spent $27 million annually between 1960–67 on study in foreign and international affairs; by the end of 1980, it had dropped support to $3–4 million (Newell, 1987). One bright spot in foundation support is the National Endowment for the Humanities. During 1978, it awarded $3.9 million for international studies research abroad and almost $9 million in total support of international studies. This amounted to 18.7% of its total grants for that period (Burn, 1980).

Other countries have noticed the trends toward global interdependence much sooner than the United States. Much more importance has been placed on international education in other nations. In one recent survey, American students ranked eighth among nine countries in their understanding of foreign cultures (Vobeja, 1986).

Events on the foreign language and international education front may be improving with the recent reports on these trends and the growing sensitivity toward international competition. Politicians at national, state, and local levels are beginning to act. As of 1987, more than 39 states had instituted some sort of international education requirement for high school students (Edwards, 1987). Thirty states have recently reinstituted foreign language requirements in their public schools. At higher education levels, many colleges and universities, both private and public, have added language requirements (Gruson, 1986).

It may take time for students to feel compelled to continue with these courses and begin a nationwide international education effort, but progress is being made. Additional programs will be necessary to eliminate American international illiteracy.

A world of nations increasingly dependent upon each other, and an American populace uninformed about this new world, can have enormous implications. American education as a whole must address this situation on the primary and secondary levels, as well as in higher education.

Chapter 2

International Programs in American Institutions of Higher Education

Benefits of International Education

International education comes in many forms. American international education is primarily concerned with helping our population to understand the world. This takes shape in the form of social studies and language training from an early age. Numerous opportunities are offered for secondary school students to study and travel abroad. Just as importantly, our higher education students, the future leaders in government, business, and education, have the opportunity to learn from international experiences that may go beyond study and travel. The opportunity must exist for these students to work and learn simultaneously in the international arena. Education should offer students the opportunity to continue their international interests beyond narrowly focused academic training.

The benefits of all of these language, travel, study, and work programs are quite easy to visualize. Americans must first become open to the idea that more exists outside the perimeters of the English language and American culture. They will then be able to see, firsthand, the world abroad, and will possibly be able to understand unfamiliar cultures. Finally, and probably most importantly, they will be equipped to live and work within a foreign culture and discover literally, how it works. These areas of American international education will bring the United States into the next century with a true feeling for the world and the international marketplace. They also afford the United States the opportunity to maintain footing with the industrialized world and possibly to continue its international and economic leadership role.

Americans and Study Abroad Programs

A number of different kinds of higher education study/exchange programs exist. There are five categories under which most of these fall.

1. *Doctoral training and advanced research.* This type of exchange usually involves Fulbright grants. Most Fulbright grants for developing countries are for teaching, rather than research. In 1977–78, 349 Fulbright grants were awarded for teaching versus 188 in research (Burn, 1980).

This certainly gives the participant an in-depth view of the culture, but it may prevent the type of research for which the grant was intended. Federal support for the Fulbright exchange program has been, in effect, cut in half by inflation, leaving only approximately 300 participants annually (Newell, 1987).

2. *Undergraduate exchanges and education abroad programs.* These are certainly the most common and popular types of exchange programs, and these are usually run through universities or through non-profit organizations.

3. *Programs for professional school students.* Certain programs exist, though they are not extensive, to provide specific international experiences for students in professional and graduate schools.

4. *University linkage, foundation, and other government-funded programs.* New programs not linked to the Fulbright program exist to provide for experiences abroad that are not funded through specific universities, but are linked through government or foundation funding. Examples of these are the U.S. International Communication Agency (USICA), the Hubert H. Humphrey North-South Fellowship Program, and the Peace Fellows From Egypt Program (Ilchman, 1980).

5. *Secondary school teacher exchange.* The final program that enables American citizens to study abroad is the Secondary School Fulbright Program. Although this is very limited—only 216 grants for one million secondary school teachers—it provides one of the most effective exchanges, as these teachers return to the United States to share their new-found knowledge of foreign cultures (Ilchman, 1980).

American Universities and Study Abroad

The most popular method for students to study abroad is through their college or university. Most American institutions of higher education have some program, whether one of their own or a co-sponsored program, that enables students to study abroad. During the academic year of 1979–80, it was estimated that there were 804 college-sponsored American study abroad programs (Sharma & Jung, 1984). In 1989, this number had grown to 1,342 programs sponsored by American institutions (Institute of International Education, 1989a). Summer exchange programs are another method for students to study abroad. In 1979, 904 summer programs existed (Sharma & Jung, 1984). This number grew to 1,347 in 1989 (Institute of International Education, 1989b).

Where students go abroad. American students have limited opportunities to study in many locales throughout the world. Western Europe provides the single greatest possibility for international study and is certainly the most popular

destination for students. In past years, 85% to 90% of the American students who studied abroad went to Western Europe (Burn, 1985). During the academic year of 1987-88, that figure fell to 75.4%. An additional 8.8% went to Mexico and Israel, the most popular non-European destinations. Africa accounted for 1.2% of study abroad students. Asia had 6.1% of all students (Zikopoulos, 1989).

Of the study abroad academic year programs offered in 1989 and 1990, 959 programs were in Western Europe. Programs in Sub-Saharan Africa numbered 24, with 192 programs in Asia and Oceania. Of the Asian programs, only 11 were in India.

Interesting and innovative programs do exist to give students opportunities in other countries. A great many programs have been initiated with the People's Republic of China. Programs also exist in Africa, Asia, and the Middle East, though these are few in number. Many schools such as Kalamazoo College, Goshen College, Gustavus College, and Whitworth College have extensive programs in the Third World. Schools such as Beaver College and Butler University have very extensive programs with a primary emphasis on Western Europe. Public institutions of higher learning with large study abroad programs include the University of Kansas, the California University systems, and Michigan State University (Institute of International Education, 1989a).

American students abroad. The number of American students studying abroad continues to increase annually. During the academic school year of 1962, an estimated 12,500 students studied abroad (Sharma & Jung, 1984). A Carnegie Council on Policy Studies in Higher Education Report in 1975 estimated that 70,000 Americans studied abroad in some 1,700 summer and academic year programs that year (Ilchman, 1980). In an incomplete survey by the Institute of International Education, the number of students involved in academic, credit-oriented programs was 48,483 by 1985–86 and climbed to 62,341 by 1987-88 (Zikopoulos, 1989). Estimates project this number may be as high as 120,000 students if foreign sponsored and summer programs are counted.

The profile of the average American student abroad is a white, middle class female studying the liberal arts in Europe (Fiske, 1989). Women students comprised 64.5% of the group of Americans studying abroad in 1987-88. Liberal arts students accounted for 20.9% of all American students abroad, foreign language students 14.8%, and social studies 14%. Engineering and computer science accounted for relatively few students, totalling only 1.4% for each of those categories (Zikopoulos, 1989).

Limits to study abroad. Despite the benefits of international study, substantial obstacles to study abroad still remain. The number of American students benefiting from an international experience and contributing to the upgrade of international knowledge of Americans will continue to be limited. The most obvious deterrent is the high cost of international travel and living. Often students must pay higher prices

when living abroad than they would pay in the United States. This, in addition to the cost of travel, can be prohibitive to students interested in an international experience.

Many universities have instituted selective admission standards for their international programs. This also limits the number of students eligible to participate. Declining enrollment among American universities has left little incentive for universities to encourage their students to become involved in an international experience because they leave the university and cease paying tuition.

Faculty are also often discouraged from becoming involved with study abroad programs because of the emphasis that is placed on research and publication rather than experiential learning.

Graduate students also face deterrents as the lack of funding for graduate research prevents many students from studying abroad. For instance, the Fulbright Program has very limited funds that it must distribute to graduate student scholars studying in more than 120 countries.

International study outside of Western Europe faces even greater difficulties. Students are very hesitant to study in non-Western European countries because of the high costs of living and international travel to non-discounted locations. The political instability in some countries also dissuades students. Other factors influencing students to stay away from the Third World are a lack of contact between those countries and American institutions of higher education, and an unfamiliarity with non-Western European languages.

International work programs. Study abroad programs have benefited and will continue to benefit Americans through cross-cultural and international understanding. International study should be encouraged and promoted, but programs that allow students the opportunity to work abroad should also be encouraged. International work programs are relatively small in number but provide high-quality experiences for those participating. Many of the same advantages that students who study abroad have are also available to students working abroad: cross-cultural experiences, learning about other cultures, the opportunity to become proficient in a language, and developing a lifelong interest in international understanding. These benefits can be even more intense with a work experience that is rooted in the international culture and one that demands a more extensive use of a foreign language.

International work programs are sparse and serve a small number of students. While many universities embark on much needed study abroad programs, work programs are generally offered through other organizations and are not as numerous. Work programs offer almost complete immersion in the international culture and offer another option to students seeking international experiences.

These programs are in high demand by students. Students across the country express interest in being involved in an experience beyond that of travel, and their international academic and career interests are probably stronger today than ever before.

Benefits of working abroad. Those participating in international work programs reap a number of benefits unique to these programs. Being a part of the work environment gives one closer contact with language and culture. One not only studies the culture and language, but participates and lives beyond the walls of a college. An international awareness is drawn from working and living with nationals and assists in developing a world view that can only benefit the individual and his or her country of origin. The benefits of international work include the same benefits one accrues from any type of work experience. When combined with the unique benefits acquired through an international experience, these benefits are immense.

Enhanced international awareness. The greatest benefit to both work or study abroad is the enhancement of the student's global awareness. This becomes even greater with the deeper immersion into a culture that an international work experience can provide.

Adaptability. A student in any working situation who is willing to succeed at his or her work, will develop adaptability. This is greatly enhanced through the special circumstances that international work provides.

Knowledge of culture. Students interacting with foreign nationals in the close environment of the workplace are allowed into an aspect of the culture not often available to a student or foreign visitor. Students are afforded the opportunity to work side-by-side with a national and develop an understanding of the culture that may not happen within a study program.

Understanding of business practices and methods. Students working in an international environment, often in a foreign language, are experiencing international business and work methods on a first-person basis. This experience leads to an understanding of international or foreign practices often not available, and certainly not as accessible, through study.

Interaction with foreign nationals. One great advantage to international work programs over study programs is the possibility and likelihood that students will be able to interact with the average citizens of the country. Study programs often limit students to classroom experience and interaction with foreign students. Only when extra effort is made does interaction occur with typical citizens.

International career awareness. One of the most important benefits for students and for the United States is the development of an international career awareness by the student. International work programs provide students with experience and knowledge of the international sector and may lead to future international-oriented careers.

Difficulty of finding positions. One of the real limits to the expansion and popularity of international work positions is the current limited number of suitable jobs available for American students. Students are frequently offered positions that are non-career related and may seem menial. These positions have not been created for American students and are merely a means of providing employees inexpensively to

organizations. Efforts are needed to expand the number of positions and the number of organizations or colleges offering international work options. The expansion of organizations committed to developing high-quality, career-related work for American students will certainly assist in the promotion of the international work option.

Selected international work programs. As mentioned previously, there are over 900 academic study abroad programs. The number of work programs is much smaller. The programs that do exist consist primarily of non-profit organizations whose task is to help students work abroad. Other types of programs are university-sponsored and vary between summer only, and long- and short-term year round.

Non-profit organization programs. Many of the organizations that assist students in finding work abroad are exchange organizations which also place international students in positions within the United States. In 1979, changes occurred in American work exchange rules which demanded that organizations abide by a strict one-to-one exchange rule: For every international student who comes into the country, an American student must go abroad (Hershberg & Van Fleet, 1987). Interestingly, there is a demand for more American students going abroad because of the high demand by international students for summer work within the United States. The number of organizations providing these opportunities is limited. The most popular organizations providing work experiences abroad include:

IAESTE. The International Association for the Exchange of Students for Technical Experience is part of the Association for International Practical Training. This organization, set up on a one-to-one exchange program, offers exchanges between 52 countries and the United States. Students are eligible for programs ranging from 8 weeks to 12 months. The primary requirement for students is that they have some technical education, primarily engineering. This program offers a great many opportunities to students but limits these opportunities to technical students.

AISEC. A French acronym for the International Association of Students in Economics and Business Management, AISEC is another work exchange program that focuses on undergraduate students interested in business-related careers. AISEC has chapters at 76 American universities. The student members develop positions for international students. These students are then eligible for an international position in one of 67 participating countries. The one real requirement for this program is that the student's university have a chapter of the organization and that they create a position for an international student.

CIEE. The Council on International Educational Exchange has reciprocal agreements on student work exchange with Great Britain (see BUNAC below), Ireland, France, West Germany, New Zealand, Jamaica, and Costa Rica. For a processing fee, students are provided with working papers for their preferred country and then become eligible to search for work in the country. Positions are not provided, and students very often will work in positions demanding unskilled labor.

BUNAC. This is a special program within the Council for International Educational Exchange (CIEE) that allows American students the opportunity to work in Great Britain for the summer. The British Universities North America Club (BUNAC) is the CIEE British counterpart for this program, an exchange organization with exchange details being taken care of by each of the sponsoring organizations. Students pay a processing fee to be part of a group of approximately 4,700 students working in jobs such as secretarial and clerical positions, pub and bar work, and career-related work. As with other CIEE exchange programs, students are provided with work permits but must locate their own employment.

American-Scandinavian Foundation. This organization offers work exchanges between the United States and Scandinavian countries, primarily Finland. In 1989, 90 American students participated in this program. The exchange is oriented towards technical academic majors with at least three years of education. Positions last from 8 to 12 weeks. The organization demands a processing fee and handles all exchange details.

University sponsored programs. A number of universities have developed their own programs that range from exchange, to credit eligible, to summer job-oriented.

University of Louisville. This program, run as a work exchange with Montpellier, France, is one of the few university programs that also provides positions for international students in the United States. Specific positions are developed in Montpellier for Americans with a solid language ability. Louisville also offers opportunities for teachers to improve language skills and participate in a work program through the exchange. The Louisville program has been considered highly successful and could serve as a work experience abroad model for other universities.

University of Rochester. This international work program is organized much like a study abroad program. Internships, as they are called by Rochester, are available during the academic year with tuition paid and credit received by students. Positions are located in Western Europe and are primarily within law, government, or government-related organizations. Internships are arranged through the university. This program is most likely to fall into the study abroad rather than the work category because the student receives academic credit and the positions are non-paying. The student works within the foreign culture and receives a career-related experience, making it a valuable work experience.

Columbia University, School of International and Public Affairs. Columbia's program, the Fieldwork Abroad Program, is for students studying within the graduate school of International and Public Affairs. This is an excellent example of a professional school program that allows students to augment their experience with a professional international position. Limited to graduate students, this program has developed professional internship positions throughout the world. Students may also apply for travel grants available through the school. Approximately 60 positions are available annually, with approximately $30,000 in travel grants available for students.

Northeastern University. This program offers extensive international work opportunities to cooperative education (co-op) students within the university. University students work in technically-oriented environments for an academic period and receive both credit and pay. Placements are arranged by the university. Students must pay for the academic credit. Co-op opportunities such as those offered by Northeastern provide a very positive experience for students, and an increasing student demand has pressured other universities to upgrade their own international placements.

University sponsored short-term projects. A number of universities, among them Vanderbilt University and the University of Texas, sponsor short-term international work projects. These projects are generally one to three weeks long and involve group-oriented work projects. Projects may be located in Latin America and the Caribbean because of their proximity to the United States. These work programs enlighten students about the Third World and the problems that exist within it. Students also receive some exposure to the culture as well as international development work. At best, students may become interested in international work and follow up their experiences with additional travel and work. Conversely, students may use the short-term experience as a vacation and do nothing to enhance their experience or knowledge.

Federally sponsored programs. The federal government sponsors a number of different programs.

United States Information Agency (USIA). The USIA has sponsored work exchange programs since the early 1960s (Hershberg & Van Fleet, 1987). These programs are often competitive and limited in scope. Since students must be at least 21 years old to participate, students involved in the USIA program tend to be older. Students are hired for one to seven months and have opportunities to work wherever the USIA may have an international exhibit. The USIA also offers internships through the Voice of America, an internationally broadcast radio program, depending upon language skills. Both of these work programs involve work primarily in an American environment within a foreign country.

Campus Compact and the Peace Corps. The Campus Compact is composed of a group of universities founded by university presidents to increase volunteerism and community involvement. The Peace Corps and the Campus Compact have combined to offer 20 positions abroad in 62 countries. These positions are approximately 10 to 15 weeks in length and give students the opportunity to work alongside a Peace Corps volunteer within a Third World country. Students are funded by their university's President's Office and the Peace Corps.

United States Department of State. International positions are available during the summer through the Department of State. These positions, available in American embassies and consulates, afford students the opportunity to reside in a foreign country. However, interaction with foreign nationals is limited to after hours or to those foreign nationals visiting the embassy or consulate.

International programs as part of the international career center. International programs and their promotion should be a major part of an internationalized university career center. International experiences should be made more accessible to students and ought to be tied to an area within the university that promotes life after education. The college career center offers international options during school, but it should be able to offer options to all students interested in internationally-related careers or opportunities after college as well.

Chapter 3

The International Career Center

The Development of International Interests in Higher Education

As internationalism continues to grow and students increasingly participate in international work and study programs, the international interests of students will continue to rise.

As mentioned previously, international programs within the secondary level of education have increased and are expected to continue increasing at a dramatic rate. The number of American university students studying abroad has also increased. As a result of increased global interest and awareness, international study programs within universities are experiencing growth. The popularity and availability of further international programs will undoubtedly increase students' desires to use their international skills within a career or in advanced studies of international affairs.

Advanced International Affairs Study

The graduate study of international affairs and relations is an area that has not attracted the numbers of students that graduate business or law schools have attracted. Students hoping to find careers in the international arena are often unaware of the possibilities of professional graduate study in international affairs. However, as undergraduate institutions increase the number of international offerings, both in programs and course work, this is beginning to change. The additional emphasis on undergraduate international programs has helped to increase the level of interest and awareness in graduate international affairs programs. Application and enrollment of students interested in graduate international work is increasing within most of these graduate programs.

The international affairs graduate program that has the largest student body is the Columbia University School of International and Public Affairs. In an effort to discover the factors leading to students' decisions to study advanced international affairs and pursue international careers, a pilot study was conducted within the School of

International and Public Affairs. The study consisted of 41 first-year students, part of an entering class of 200, working towards completion of a Master of International Affairs degree.

Students completed a two-page questionnaire in which they were to rank in order the experiences that most influenced their choice of an international career field. Choices in ranking included college study abroad programs, high school exchange programs, travels abroad (high school, college, or after), international-related course work in college and high school, language study, parents' occupations, or other. Additional questions inquired about foreign countries in which the student had lived or traveled and languages spoken by the student. Of the total number of students responding, 24.3% felt that their own travels abroad most influenced their decision. Another 17% indicated that undergraduate course work in international relations most influenced their decision; 14.6% said college study abroad programs in which they had participated helped them to choose an international affairs school. Interestingly enough, only 7.3% indicated that parental influence was the most important factor. Language study rated as the most important factor for 7.3% of the students. Of the 41 students, 26.7% indicated that something other than the above-listed influenced their decision. Other interesting findings of the study were that all of the 41 students had traveled to other countries, and only 7.3% did not speak a foreign language. Although it is very difficult to draw conclusions from a survey with only 41 participants, the study does serve as a good indicator of the influences on graduate international affairs study.

International Career Development

A number of studies have found that students who travel, pursue international course work, or study abroad have a higher likelihood of choosing an international career than those who do not. An Antioch College study found that students who had studied abroad were more likely to read the foreign press, buy books published abroad, and to enter into careers having opportunities to work abroad (Burn, 1980). Another study, this one by the Study Abroad Evaluation Project, showed that students who have studied abroad have a higher demand for a more global perspective in their education. Students who have studied abroad more frequently aspire to careers in international fields, many in international business (Burn, 1985). A study by the American Institute for Foreign Study (AIFS) found that of those students participating in college summer abroad programs, 26% became employed by internationally involved corporations. From the same group of students, 31% said that their employers have some involvement in international affairs. The AIFS survey also examined the careers of students who had spent a college academic year abroad. Of these students, 50% worked for foreign-owned or multi-national corporations, and

33% of the respondents stated that they had to travel abroad as a requirement of their job. Additionally, 92% of the students felt that their knowledge of a specific foreign culture was a useful skill. The AIFS report concluded that studying abroad had a strong impact on the nature of the respondents' employment and is useful to the execution of their jobs.

The impact of these international programs is evident as students influenced by education and outside events become interested in pursuing international or internationally-related careers. Institutions of higher education assist in the career development of these students through the college career center. A problem arises when university career centers continue to focus solely on domestic careers and do not offer direction to the internationally motivated student.

Rationale for an International Career Program

Career centers are commonplace on every college campus in the United States. As a central location for career counseling, counseling on graduate school, summer jobs, and full-time employment, students use career centers to assist them in their research and to help them find a direction after college. An increasing number of college students are interested in pursuing international careers or advanced international studies. The lack of information about international opportunities at these career centers is becoming a major concern. Just as a career center must know about opportunities for students interested in working or going to graduate school in another state, a career center should also be aware of the opportunities in other countries or those international opportunities available in the United States. The career center should also provide career education with a focus on international opportunities for those students unaware of the possibilities.

The changing world and increased interest in international affairs demand that institutions of higher education utilize the career center as an area to promote internationalism within and outside of the university. The career center should provide resources and services to students pursuing an international goal, whether it be an international summer job, a short-term international service project, a career in a foreign country, advanced study in an internationally-related area, or an international career in the United States.

The College Career Center

It is important to explore the average American college career center in order to determine what a career center should be doing and to evaluate its function within the university. The mission of the college career center is to assist students in career

development and to help secure employment for graduating students. Career centers may vary in their emphases. Some programs focus on the placement aspects for their students. Others may be more interested in the career education of the students, feeling secure that students know how to find employment on their own. All career centers will generally offer career counseling and advice of some manner. They often will have career resources available to facilitate job research. Career centers can also offer assistance in summer job exploration or academic year internships. Workshops, career classes, or outreach programs of some type can also be included in the college career center's mission.

The Career Center at Columbia University's School of International and Public Affairs

Many graduate schools or programs will often have their own career center. This is not uncommon for business or law schools. The graduate program in international affairs at Columbia University also has its own career center. Unlike other college career centers, these offices serve only graduate, pre-professional students. Although it only serves graduate students, the career center at Columbia is a good example of a career center organized and initiated specifically for the advisement of students seeking internationally-oriented employment. This is unlike most university programs, where all students are served regardless of their interests, whether those interests are international or not. The internationalization model presented in this text owes a great deal to the Columbia School of International and Public Affairs model.

Columbia's School of International and Public Affairs (SIPA) and the Office of Placement and Career Development, offer a great many international services. A brief description of the Columbia SIPA international services follows:

Counseling. Counseling at the SIPA career office focuses on international career development, advising students on which international areas would best suit their interests and needs. Counseling also focuses on the skills needed to achieve success in international affairs and how to locate and secure an international position.

Internships. The internship or fieldwork program utilizes the numerous internationally-related organizations located in New York City. This program locates professional positions for the graduate international affairs students that are relevant to their interests. The students work for 8 to 15 hours a week at the internship location and receive academic credit for the work.

Fieldwork Abroad/Summer Work Abroad. The Fieldwork Abroad program provides students with professionally-related summer work positions in locales all around the world. Positions are developed by the staff of the center and students apply through the center for the position. Approximately 60 positions are available each summer.

International Travel Grant Program. Students working abroad through the Fieldwork Abroad program or developing their own international summer job opportunities are eligible for a travel grant. Grants usually cover approximately 80% of the travel costs of students working abroad. This program greatly increases the chances of students traveling and working in locales that otherwise may be too expensive.

Alumni network. The SIPA career office maintains ties with alumni of the school. Directories of these former students are indexed by occupation. These contacts enable students to learn more about certain international career areas where alumni have worked or are currently working.

Career education newsletter. The SIPA career office publishes a bi-weekly newsletter, the *OPCD Network*, which focuses on career development and career opportunities within the school. Internships and fellowship listings make up a large portion of the newsletter, as do workshops. Professional development issues and items pertaining to choosing a career are also included in the newsletter.

Placement newsletter. The placement newsletter, the *SIPA Career Bulletin*, focuses on opportunities for graduating students and alumni. The newsletter is divided into categories, from employment-related issues, to international issues, to the organizations involved with them.

Career fairs. The SIPA career office sponsors a number of career fairs or events which enable students to meet alumni and representatives from international organizations. Students have the opportunity to question participants about their careers and future career opportunities in the international field.

Professional development course. An academic course, mandatory for all SIPA students, is offered by the career office, which includes topics on professional development. Other topics might include the future of the international affairs field, resume writing, interviewing, and other topics related to career and employment issues.

Career panels/workshops. Throughout the year, the SIPA career office offers a number of career panels and workshops related to specific international career topics. These have included a series of workshops on applying to the United States Government's Presidential Management Internship Program, panels on international banking, development, non-profits, and related areas.

Career library. A portion of the space within the SIPA career office is devoted to a career library. This library contains books on areas of international affairs, directories, and other international career resources. The library includes annual reports and information on various international firms and organizations from all spectrums of the international field.

The Columbia Career Center, with its full range of services strongly focused on international careers, might be impractical at an undergraduate institution with so

many other career area needs; however, the Columbia center offers insight into the possibilities of career center internationalization.

Internationalizing the Career Center

In discussing a career center's internationalization, it would be helpful to include a brief description of the steps to follow. A more expanded description follows in Chapter 4.

Establishing a need for a program. Any university choosing to initiate an international program for their career center must first establish a need. Are there student numbers that would support a program? Has the university observed outside trends in internationalism enough to see a need for students to participate? Have any students sought work abroad? Have any students studied or worked abroad previously? These questions must be asked in order to determine a need for the program. If the answers to all these questions are "no," the university might consider embarking on a process of internationalization to change those answers.

Determining support for the program. After establishing a need for the program, support should be determined and located. Support issues are numerous. These can and should include budget support and mission support from the university administration, support for the program and participation of students, and support from the faculty and the rest of the university community.

Setting goals for the program. Based on need and support for the program, goals should be set. Goals for an international program can range from long-term, non-specific goals to short-term, identifiable ones. Specific types of programs should be identified and goals should be set for them.

Identifying key areas of needed improvement. Within every office of career service, there are areas that can be internationalized. Ideally, every area should be affected by internationalization. This task may be impossible in an immediate sense, but it is for this reason that key areas should be identified for a smooth transition.

Promotion of the program. As international areas are established, the development of participants and supporters is vital. Promoting the program to students, university administration, and faculty is vital at the outset of a new program and is important to its continued existence and popularity.

Evaluation of the program. As the program commences, it should be continually evaluated for areas of improvement. As time passes, a full evaluation of the program and its components should be undertaken to determine new areas of emphasis or areas that need change. Evaluating the programs maintains its effectiveness and ensures future participation.

All of these areas are essential to the internationalization of a career center. By following the basics of each step, American universities will be able to provide internationalization to their existing career centers.

Rice University: Determining the Need for an International Career Center

The Career Services Center at Rice University in Houston, Texas, is a career center that has internationalized based on the model presented in this book. The introduction of an international component to Rice's career center followed a plan for a change in the overall mission of the center. After recognizing the demand among students for international information, the career center determined the types of programs it needed to develop. As internationalization in the career center progressed, a number of areas pointed to the potential for the program's success and popularity. These indicators included:

General perceptions. A number of Rice's students, administrators, and faculty members discussed their views about the career center's overall mission. The most common perceptions were that students needed an international outlet for their interests, that increasing numbers of students were interested in working abroad after graduation, and that changes occurring in the world necessitated some change towards internationalization within the career center.

International career/education counseling. Career counseling available to all university students included providing information on a number of different fields. Other areas covered in counseling included assisting in career decision making and the job search. A large number of the students requesting counseling had international concerns. Topics ranged from locating an international career upon graduation, to choosing an internationally-related graduate program, to locating international summer work. This estimated high interest served as a positive indicator to interest in international career counseling and programs.

Number interested in summer jobs program. Upon acknowledgement that students had some interest in international summer positions, a meeting was held to determine the actual number interested in a potential program. The initial meeting had 26 participants. These students were interested in locating and possibly working in an international summer position. The number of students continued to increase. This showed a definite interest on the part of students.

Attendance at workshops. The Rice University Career Services Center offers a number of workshops and career panels on a wide range of topics throughout the academic year. Programs with international topics have been extremely successful. High attendance and participation have further proven the need for international programs.

Popularity of international career resources. The career center has a career library which contains numerous resources in a variety of international areas. The popularity of these resources—measured by books checked out and used, and by requisitions for new materials—further indicates the need for international career resources and the internationalization of the program.

All of these factors have continued to prove that an international dimension to the career center was needed and should continue to progress. The need for internationalization continues to grow as programs are established and formalized. It is also important to note that as these programs become popular they begin to attract students who, at the outset of an international program, may not have been interested.

The International Career Center at Rice University

The Career Services Center has accepted the idea that internationalism should be a large part of the career services offered at Rice University. The career center's mission and focus, as it relates to internationalization, is to include all areas of career counseling, advisement, and placement as areas for change and the addition of an international component.

In the area of career development, a number of changes have occurred. The career center offers an added international dimension to the daily career counseling. Publications produced by the career center usually include some focus on international career issues. There are increased international resources and library reference materials available to students. Opportunities for international career exploration are also available through workshops.

Experientially, students have international opportunities through participation in the International Summer Jobs Program. Short-term experiences are also available through the International Service Program, a joint program with the Rice student volunteer office. Internships in Houston that include an international component are available.

In placement-oriented activities, the career center offers increased contact with international employers and job listings related to international opportunities. Networking opportunities are made available through lists of international alumni, and career fairs will often have international divisions. Students interested in pursuing a graduate education in international affairs can receive graduate school advice and assistance and can utilize a graduate career library section on international affairs graduate school programs.

The center takes an active role in promoting international opportunities for students. Through all of these areas, it has been able to develop a high interest and participation on the part of students.

Benefits of the international career center. Internationalizing a university's career center can provide benefits to university students during their college education, upon graduation, and on into their lifelong careers.

Within college, students are clearly given the increased opportunity to participate in a larger number of international activities through an enhanced career center. They are better able to determine the possibilities and advantages of participating in

international activities and are better equipped to plan their futures with the possibility of an international component.

Upon graduation, students can use an international career center to facilitate the process of choosing the right graduate program for them if this is the avenue they follow. In choosing graduate programs, international affairs or internationally-related areas can become increasingly possible choices.

Most importantly, the international career center can educate students on the possibilities of international career opportunities. As the international situation continues to change and progress, the potential for greater international career involvement increases. A student may not be internationally involved upon graduation, but this most assuredly will change with time and the progression towards an enhanced global economy.

Chapter 4

Development of the Program

Establishing a Need for the Program

In developing the international component of a career center, a number of steps must be taken to ensure the program's success. The development of these steps should follow many of the usual steps one would take in the development of any university program. The added dimension is the integration of college career programs and international programs. The Rice University model that follows provides an example for other universities that wish to internationalize their career centers.

The first step in the development of any program is to determine a need for the program and/or changes needed within a program. Is there a population within the university that will take advantage of the program? Can a demand be created? The population of the university should be evaluated to determine if it is one that will use the planned program. An already existing and successful study abroad program should indicate the student body's need for international experience. Educating students on the importance of internationalism may very likely be a prerequisite to the initiation of an international work program.

A full evaluation of Rice University's needs was unable to be completed. Changes within the career center and its mission occurred at a rapid pace, with only current and already existing information determining the need for new programs.

Prior to the initiation of the program, existing information included the increasing popularity of study abroad programs and other limited international opportunities at Rice. The president of the university made internationalization a goal for the university. Outside of the university international changes and events were predominant in media reports. All of these combined to create a general perception among faculty, staff, and students that a need existed for international programs.

The program's existence and popularity confirmed many of the assumptions made in establishing the international component to the career center. Counseling demands became increasingly international in nature, with an estimated 5% of the clients interested in some aspect of international careers. The attendance at internationally-

oriented workshops was at moderately high levels with an average of 25 attendants. The international resources within the career library were heavily used, with each of the approximately 30 available international books being checked out on a frequent basis. There was also heavy in-house usage of these materials in our library. Finally, the popularity of the international summer jobs programs which started with 26 participants grew very quickly to a total of 125 people participating, representing approximately 4.5% of the Rice University student body.

All of these factors pointed to the initial need for an internationalized career center, and the success and popularity of the developed programs verified this assumed need.

Establishing an Administrative Base for the Program

Following the determination of need within the university for an international program, an administrative base needed to be established. Since the new staff of the career center developed the international focus, the Career Services Center served as the administrative base. It is most often the case that a separate office will not initially be established for the sole purpose of international work but will very likely be established as part of an existing department. Departmental candidates can include the international student services office, the study abroad office, academic departments, or the career office. An existing staff member should be chosen to coordinate and implement the program as part of his or her duties. The internationalization of the career center at Rice was coordinated by the director of the center. The director's main task was to implement the program as a part of the entire career services program.

Manpower Needs

The international component of the career center at Rice was an all-encompassing program intended to internationalize all parts of the career program. It was anticipated that every area would be affected. In examining the manpower needs for internationalization, the addition of personnel is not the essential factor. Rather, education of current personnel to offer enhanced services with an international focus as an option, is the most important aspect.

Rice did, however, offer new programs which required additional manpower, such as the International Summer Jobs Program which developed summer opportunities abroad. Initially, this program was coordinated by volunteer students. After one year, two student workers were hired to coordinate the program. All other areas of the center's internationalization process were coordinated by the director.

Goals of the Program

Upon initiating the development of an international career center, five primary goals were developed. An international career program should include one or more of these goals in order to provide adequate services to students. These broad goals can be broken down into more specific areas and can be further developed into components of the career center, as will be shown later. The five goals developed by Rice were:

1. *Professional development of staff.* The largest part of the internationalization process is educating and providing information to the professional staff of the career center. Students seeking counseling or attending workshops presented by the career center must be informed by counselors and professionals with a strong fundamental knowledge of international career prospects. The professional staff should be acquainted with resources and reference materials concerning international careers. Professional conference opportunities should be made available to the staff to increase their knowledge. Updates on international opportunities should be provided through subscriptions to current periodicals and newsletters concerning international careers and opportunities. A dialogue should also be initiated with parts of the university that have international knowledge and contacts. This will facilitate the gathering of knowledge and provide local support for the staff.

2. *Education of students.* After educating the staff on international career issues, the goal of the career center should be to educate the student body on the opportunities and myths that exist in international careers. International career education should focus on the discussion of what exists in the area of international employment and graduate schools. Students can be educated through publications, workshops, seminars, and counseling. Education should also have the dual function of informing students interested in international careers and creating an interest in those students who may be less knowledgeable on the subject.

3. *Development of international resources.* As part of the education of both staff and students, a resource center or library with a number of international career reference materials must be acquired and assembled. These international resources, to be detailed later in this chapter, should focus on resources which assist in educating students on international opportunities. These include directories, international listings, general readings, and international graduate school program catalogues.

4. *Development of international experience opportunities.* International opportunities should be developed and made available to students before they graduate. These opportunities can range from short-term, international volunteer programs and academic credit internships with an emphasis on an international area, to long-term, international projects, such as summer jobs abroad. These programs can often be promoted in conjunction with study abroad or other internationally-related experiences.

5. *Development of international career opportunities for graduating students.* Career and international graduate school opportunities should be sought out and

developed for those graduating students who are setting international goals for themselves. Every effort should be made to train students in developing their own opportunities, but efforts should also be made to facilitate the process by identifying key employment areas that have potential for American student employment and locating organizations that aid the international employment process for Americans. The career center should also guide students to the best internationally-oriented graduate school programs that suit each student's particular needs.

These five goals serve as an outline by which Rice's career center has and will continue to develop in the international area.

Developing Resources for the Program

One of the primary goals in the development of an internationalized career center is the acquisition of international reference materials and resources. A career library was developed at the Rice Career Services Center. As part of this library, an international area was added. International career libraries, such as the career library at Rice, should focus on a number of different components to serve as international resources for students.

International directories. A number of international directories exist which can locate relevant international organizations and their representatives. Directories of international chambers of commerce, American firms operating abroad, and of other international, non-profit and governmental organizations were acquired for the Rice international career library.

International publications. Various publications promote international career education and advertise international job openings and opportunities. These range from international periodicals such as *The Economist*, to scholarly journals, to newsletters of various types. These publications will often also include information on the international job market and can be excellent educational tools for staff and students.

International job listings. Another needed resource is a compilation of listings, newsletters, and other related materials that contain job or career opportunity listings. Newsletters which focus on international job openings should be available at the career center. The center should also provide information about organizations that may list international opportunities. An international job listing service enables students to become aware of existing opportunities and to learn about the availability of these positions.

International contact names. In the absence of actual listings, a valuable service offered by a career center is to keep records of possible employment or employment-related contacts. Contact names enable students to solicit employment or career advice from people in the field and from organizations in which they are interested.

Books on international careers. A number of books are available on topics related to international careers. The career center at Rice researched the field and acquired those books deemed most valuable to undergraduate students interested in international careers. These books should be available for students for in-house reading, as well as for check-out.

University Administration Support

The administration of the university can be vital in initiating and developing any new component within student services. At Rice, the administration supported three key areas. These areas were essential to the development of the international program and would be of equally high importance to any university developing a similar program.

1. *Presidential support.* Support for Rice's internationalization process was stated in an annual President's Report. This report supported the career center's goal of internationalization, though the career center was never mentioned specifically by the president of the university.
2. *Support for new initiatives.* The student services area of Rice University was very supportive of any new initiatives developed by the career center. Internationalization was considered progressive, and no barriers prevented the accomplishment of the task. This support was crucial in being able to implement a full-service international component.
3. *Support for the professional development of staff.* The professional development of the staff is a major factor in internationalizing the career center. Support for professional development in all areas of career education and student services was explicit and encouraged.

All of these areas of support contributed to the success of the new international areas of the career center. Without this support, initiating such a program would have been very difficult.

Faculty Support

As with the university administration, the support of the faculty for any student program is essential to its promotion and success. A number of areas of faculty support have been developed and utilized at Rice University.

Consultation with appropriate faculty members. A number of faculty members at Rice have specific interests in international areas. These faculty are often sought out by students for their advice on international topics during and after college. The career center has made efforts to consult individually with these faculty members and to solicit their support of international programs and the internationalization of the career center.

Faculty publicity. A number of tools within the career center are used for publicity among the faculty. Promotional materials used to solicit student support are sent to all academic departments. These materials not only enhance the faculty's knowledge of programs, but they allow for the faculty and students to discuss the options available through the center. Most importantly, the faculty can see the international changes taking place within the career center, and their support for an active program develops. Tools for publicity include a periodic career newsletter, flyers announcing workshops and seminars, and any reports such as the annual report produced by the career center.

Broad-based contact with faculty. Contact with faculty on any level can build support for a program. At Rice, the career center staff uses many opportunities to meet with staff and discuss career programs, including international programs. One way the career center makes broad contacts is by sponsoring luncheons for the department chairs or representatives of each academic school or division. Topics discussed at these luncheons focus on student career issues and the development of new programs. This forum serves as an ideal promotional mechanism to increase faculty support of career programs and the international portions of the center.

These methods of developing and maintaining faculty support, and focusing attention to the internationalization of the program through student and university media, develop increasing support from a much-needed area within the university.

Student Support

Developing the support of the university community is important in the promotion and maintenance of a student program. However, the students, who are, after all, the participants in the program, are certainly the most important factor in the continued success of a program. Student participation can be garnered in a number of different ways.

One way to develop student support is through the student sponsorship of programs. Whenever possible, the career center should utilize students to organize and sponsor career programs. This increases student involvement and facilitates "word of mouth" publicity.

Another way to gain student support is to provide a variety of international program options. Students from different backgrounds and disciplines should be able to find international program options at the career center. These can include everything from seminars on international engineering to spring break international development volunteer programs.

The most important support option is to promote the program to students. Students must be aware of their options and feel confident that they will receive help from the career center.

Budgetary Support

Within every university department a demand exists for increased budgetary support. This increased demand for funds very often becomes a barrier to the development and initiation of new programs. When Rice began to internationalize its career center and develop new international programs, this barrier also presented itself. In developing an international program, increased budgetary support cannot be expected; it was not expected at Rice. The program was developed to function on existing funds. New programs needing funds were developed through outside contributions.

Outside contributions for international service projects, travel funds, and general expenses were sought as gifts to the career center. Specific budgetary gifts were received from national corporations and local charities. Charities were specifically targeted for international service projects. Corporate gifts were used for general and travel funds. Receiving such gifts will not always be possible and should not be relied upon to support the program.

The overall budget for internationalization was not enhanced dramatically through the outside contributions, and additional budgeting would not have been necessary for the program to be developed. An international program can be operated on existing funds with extra resources needed only for purchasing international library materials and mailing costs.

Employer Support

International positions and opportunities must be developed, and potential employers and other international sources must be contacted in order to develop employer and community ties to an international program. This can be done in numerous ways. Certainly the best form of contact is personal. Personal contact allows potential employers to deal with the university on a face-to-face basis and may develop into possible internships or permanent positions for the program.

Correspondence can also be successful but will demand a greater pool of employer possibilities, since the response percentile will decrease from personal contact to written contact.

Contact, whether personal or written, is also facilitated by the use of already-existing contacts. Contacting alumni living abroad, faculty members with international ties, international students on campus, and university corporate representatives with ties abroad can make the development of new contacts easier. Positions can also be developed by contacting organizations that focus on developing international work through exchange.

Developing student positions can be one of the most time-consuming processes in an international program. The establishment of a successful work and internship

portion of the program greatly depends upon the establishment of contacts with student work options.

Alumni Support

The support of university alumni, both those living abroad and those working in the United States in an international area, can be a large factor in the success of an international program. The Alumni Association of Rice University and the alumni contacted directly by the career center were actively interested in assisting the program and promoting its success. Alumni living abroad became involved in developing international summer positions whenever possible. Selected alumni also sponsored student service projects abroad. Alumni welcomed any correspondence with students interested in their respective international careers. The support of international alumni is not essential to the development of an international program; however, the support proved highly valuable and contributed a great deal to the success of international programs within the career center.

Promotion of the Program

The success of any program greatly depends upon participation and support. As outlined previously, the Rice University Career Center created strategies for developing participation and support of the internationalization process. Promoting the international programs was vital to the success of their initiation and development.

A number of promotional vehicles were developed by the career center. These include the monthly newsletter, *Career News,* which is made available to students and features various career programs, including internationally-oriented programs. Another vehicle is the posting of promotional posters and flyers within the residential areas of the university.

The most successful methods of promotion are those which involve students. Students representing the career center make announcements concerning programs prior to each meal and have general responsibility for promoting the program within their residential areas. All these combined methods of promotion increase support and participation in the program and contribute to the development and success of the career center.

Evaluation of the Program

An important aspect in the program's development is to create an opportunity to evaluate the program. No formal method of evaluation exists for the inter-

nationalization process at Rice University's career center. Evaluation was made by observing the numbers of participants in international programs: the placement of international interns, the international summer job program's placement, the international graduate program admission, and international placement into full-time work. An increased number of participants were placed in all of these programs. However, an evaluation which measures the quality of the program and satisfaction of participating students has not been undertaken. As the program develops, an evaluation of this sort is becoming essential.

Vision for Change

The final aspect in developing an international career center is having the ability to adapt and having a vision for the future. As international components are developed within the career center, a number of changes may be necessary. As these changes arise, it will be important to have the flexibility and ability to change as needed. It is equally important to have a vision for the future, specifically for the future needs of the students of the university.

The international climate has changed a great deal in recent history and has necessitated the international changes to the career center. A vision of needed change should be maintained to adapt to further possibilities and additions to the career center's international programs.

All of the steps discussed in this chapter are vital to the initial establishment of a successful international program within the career center. These steps involve the participation and support of the entire university community. The second phase of internationalization consists of internationalizing the specific components within the career center itself.

Chapter 5

Components of the Internationalized Career Center

Program Components

University career centers vary in the services they offer and in the components that make up their programs. There are a number of areas in which career centers can offer students international options and assistance. In internationalizing the career center, the center should seek to include all the essential areas of career development and guidance. This may include developing new programs to address international areas which need special attention. The following components are based on one university model and should be changed to conform with each university career center's particular needs.

International Career Counseling/Career Development

A great deal of the contact that a career center will have with students is through counseling and advisement. Students will often deal with career counselors for their career development and career questions. The career center should focus on being able to answer questions regarding international concerns. These may include questions on international careers, summer jobs abroad, graduate and professional schools with an international emphasis, and other opportunities regarding travel abroad or international dealings. Counselors need to have a solid foundation of knowledge in these areas and must have access to further information for inquisitive students. Additionally, counselors must advise students on realistic possibilities regarding their international careers.

International Career Resource Center/Library

Acquiring international resources is an important part of the internationalization process. In developing the international career center, emphasis should be placed on

developing the resource or library areas with international directories, publications, job listings, lists of international contact names, and other books on international careers and related areas. In addition, the career center should focus on acquiring materials dealing with graduate programs in internationally-related areas.

The library should provide the staff of the career center with resources for developing a greater awareness of international opportunities. Additionally, it should give students the opportunity to investigate international options on their own.

A number of publications are available in the United States and in Europe that can help the prospective job seeker examine the possibilities and difficulties that he or she may have to overcome. For a list and brief descriptions of some of these publications see Appendix A. For a list of additional resources for an international career library see Appendix B.

International Information Sessions and Outreach

The international career education of students is a primary goal of the internationalized career center. Information sessions, seminars, workshops, and other similar methods of outreach are ideal in directing information to students and are very valuable to those students interested in exploring the options available to them.

Workshops offered by the career center on international topics can vary and may include topics such as careers in international affairs, international engineering, careers working abroad, and international summer jobs. A great many of the workshops offered by a career center cannot focus solely on international careers but can contain some component of international opportunity. These include workshops on summer jobs that have an international focus, careers in non-profit organizations, and other workshops containing an international dimension.

International Internships

Another part of the international career education of students is providing opportunities to participate in various aspects of international employment. Internships offer opportunities which a student can take advantage of during the academic year. Students can work for 8 to 10 hours per week in a professional position. While these positions are often non-paying, they generally offer a high degree of experience.

International internships are often difficult to develop and high in demand. Most of these internships are located within the non-profit sector of the economy.

International Volunteer Opportunities

International volunteer programs are developed by career centers to create opportunities for international experiential learning. These programs can be co-sponsored

with other departments on a campus and should be available for all students interested in international service projects.

International service projects can be held during the week of spring break or any other student break period, including the summer. Students work on service projects in the host country and live with local families. The students participating in many of these programs are often not required to be proficient in a foreign language in order to participate, and many of them are not.

The international service trips enable students to view and participate in a foreign culture, and to experience, albeit for a short period, development work in a Third World country. These experiences can be valuable in both a career and an educational sense.

International Instructional Materials/Newsletter

Career centers often publish instructional and promotional materials for student use. These can include guides on the job search, various career options, and summer opportunities. Information on international opportunities should also be available. In fact, many of the publications written by the career center should focus solely on international careers. The career center at Rice University highlights international opportunities in its monthly newsletter, *Career News*, and often focuses on specific international careers. Providing international information is essential in promoting international careers.

International Graduate Program Guidance

The graduates of many universities will very often choose to attend graduate school before immediately embarking on a career. As part of the internationalization process, it is very important to offer international options to those students planning on attending a graduate or professional school. One way in which colleges can help students seeking graduate school guidance is to educate them about the diversity of the graduate programs that exist.

Students are very often not aware of the graduate school options that are available to them. Those students interested in graduate programs and having an interest in international affairs are encouraged to investigate professional schools of international affairs or programs in public policy with international emphases. The career center should make an effort to determine which schools best suit certain students and should assist students in researching those schools.

Other types of international programs that emphasize various technical areas should be presented to students as options. These can include schools in international business, public health, agriculture, and education. Students ought to be encouraged to investigate the international possibilities within their special areas of technical skill or abilities.

Many students interested in international graduate programs are encouraged to work for one or two years prior to attending a graduate school. This enables them to locate work in a related area and to make an informed choice on the right graduate school for their specific needs and goals.

International graduate programs. International affairs graduate programs generally offer the Master of International Affairs degree (MIA), or its equivalent, usually after two years of study. These programs are often strong in some aspects of international affairs and weaker in others. Other schools offer joint MIA-MBA or MIA-JD programs. For a list and brief description of the top international affairs programs and the top international business programs, see Appendix C.

International Summer Jobs

International summer jobs are attractive to students; unfortunately, they are often very difficult for universities to develop. Rice University's International Summer Jobs Program is specifically designed for students interested in working abroad during the summer. A limited number of positions are developed for all students, liberal arts and technical, throughout the world. Assistance in developing positions is sought from international alumni, corporate contacts, and faculty contacts. Students are encouraged to work in the administrative end of the program to help develop positions prior to the summer. The Rice program serves as an excellent model for other universities interested in starting programs with limited funds or foreign bases.

During the academic year of 1988–89, the first year of the program, 30 students served on an international summer jobs student committee. Of those students, six were able to work abroad for the summer. These students worked in various countries in Western Europe and in Egypt. During the academic year of 1989–90, the number of students participating in the committee grew to 125. This also increased the number of students working abroad for the summer, raising the total going abroad to 26.

Creating the international summer jobs program is one of the most difficult tasks in the internationalization process. The creation and development of a new program is very different from the international enhancement of existing programs, which is the case with most of the internationalization process. The process for developing the Rice summer program, as described below, is one that can be followed by other universities.

Selecting a type of program. Prior to the initiation of an international program, a type of work program should be selected. Options for international work programs vary a great deal. As one option, the university may decide to target one country, or a city within a foreign country, as the site for international work. Another option, which would probably attract a greater number of students, is to include positions throughout the world.

The first option includes a number of merits. Country-intensive programs offer the opportunity for long-term community development within the work area and allow for a centralized administration within that country as the programs grow. Selecting one country as an international work site also allows for personal contact with local organizations, possibly leading to the increased development of student positions. This personal contact can often lead to a better work experience.

The second option also offers merits. Having random sites throughout the world offers students a greater selection of international work options and gives the university an opportunity to use a wide range of available contacts. One drawback with this type of program is that staff members of the career center are less able to visit all of the student work sites. As a result, the staff's ability to monitor the quality of the programs becomes diminished as the locations of student positions become more wide-spread.

Another consideration the career center must take into account is whether or not it should make international work programs eligible for credit. This mostly depends upon university policy and the depth of the work experience. Positions at Rice are not eligible for credit.

In selecting a type of program, Rice University focused on the needs of those students participating in the summer jobs committee. As a result, Rice developed summer positions throughout the world. This type of program allows for a great deal of flexibility for both the career center and for those students served. Future changes to the program may include the addition of intensive country-specific programs.

Decision-making process. Upon deciding what type of program to focus on, positions for students must be developed. This is done in a number of ways, including correspondence. As employers make commitments to summer positions, the program must develop a decision-making process for the selection of students for these positions. A decision must be made by either the university or the employer on who will select the student for the work experience. One option is for the university to reserve the right to select all students. This can significantly speed up the employment process, which can often be slow when dealing with international employers. However, employing organizations may wish to maintain control over the decision. If this is the case, they must also be responsible for a poor or slow response. Another option is to have a combination process, allowing the employer the option of control or speed of decision. Rice's career center uses this last option, maintaining flexibility and encouraging employers to offer what is best for them.

Matching positions. The final step in establishing and conducting an international summer work program is matching students to the available positions. This can be done in a number of ways. The university can have complete control by matching a student's stated preference with available positions. Another option allows students to apply for specific positions and compete with other students. Finally, the university

can match students to available positions and give the students final approval. Matching must be complete so that students and employers are satisfied. The Rice summer program lets students apply for specific positions, and if time provides, allows the employer final approval of the student.

Travel concerns. After successfully establishing a program, the career center will have to concern itself with the methods and means of student travel. Employing organizations may remunerate students for travel costs, but this is rare. As these costs may be excessive for students, a travel grant program should be considered. Funds from the university, from corporate fundraising, or from miscellaneous student fundraising can be used to subsidize the high cost of some students' travel expenses. Columbia University's travel grant program was used as a model for the Rice program. The Rice career center organized a group of students within the summer jobs committee to solicit corporate funds for travel grants.

While the summer jobs program at Rice was one of the most difficult programs to develop, it proved to be the greatest promotional device for publicizing the internationalization of the career center.

Career Fairs

Career centers often sponsor a number of career fairs during the academic year. Career fairs allow students to talk with people working in areas in which they might be interested. Students are also given the chance to meet people from organizations that are interested in hiring students. These career fairs should include international areas for interested students.

One type of career fair is information-oriented. At this type of fair, students meet people from a wide variety of fields and receive general information about job opportunities. Informational fairs can feature alumni working in various career areas that require an undergraduate degree. One focus of this fair should be on international positions, where students can discuss career options with those presently employed in an international field.

Other career fairs often have employers with international offices or plants. These fairs provide an opportunity for students to question employers regarding international placement. Both kinds of career fairs have the potential to attract a large number of students and can provide a great deal of information about international careers.

International Contact Listings

The use of contacts can be invaluable for students interested in discussing the possibilities of international work or for those students who are actively seeking international careers. The career center can develop a number of sources for international contacts to facilitate their use by students.

Alumni data. Alumni living abroad can be a tremendous asset to students interested in international work. A career center with an international focus should maintain listings and addresses of all international alumni divided by country, occupation, and employer. This information can be used by students to initiate contact and aid them in networking.

Directory of contacts. Students interested in internationally-oriented work should have access to lists of contacts that might enable them to take advantage of an international opportunity. A directory of contacts might contain a listing of American corporations with offices, plants, or joint ventures abroad, non-profit or governmental organizations with international offices, Chambers of Commerce, international schools, and work exchange organizations. For a list of helpful international directories, see Appendix D. For the addresses of some European Chambers of Commerce, see Appendix E.

Utilizing existing international relationships. As an institution of higher education, the university has certain international contacts that have already been developed. These contacts exist through the relationship the university development office has with American corporations, many of which have international locations. Faculty and students, especially those that come from other countries, often have some international contacts. All of these contacts ought to be utilized by the career center to gain further information about international opportunities, and this information should be made available to students interested in international work. The career center should use all of its contacts to develop positions for students interested in international summer jobs and careers.

International Placement

All areas of the internationalized career center should work towards the successful international placement of students. In helping students locate international positions and graduate schools, the career center must educate them about the international opportunities that are available. It must also make all of its international information accessible to students. There are additional ways for a career center to assist students seeking international opportunities.

The maintenance of contacts and ties with organizations, private, public, and non-profit, can assist a student in making an initial application. Organizations value a recognized contact and will often view referred students more favorably. Career centers can also obtain information on possible positions before the information becomes public, allowing interested students a chance to obtain an interview. Although these contacts can be difficult to develop and maintain, the career center staff should be continually working to develop new contacts, both international and domestic.

Another area of placement assistance is developing and maintaining contacts with international placement organizations. The primary function of these organizations is

the placement of students or new graduates abroad. Many of these organizations function as work exchange agencies; positions provided through these organizations are short-term and may consist of manual labor or be labor-intensive. These positions can provide easy cross-cultural employment possibilities for students.

In terms of placement, the career center offers one other method of assistance: It provides the motivation for a student to believe that locating and securing an international position is possible. This motivation helps interested students move beyond the barriers to international jobs and allows them to find positions that are both interesting and meaningful.

The International Career Center in Operation

After establishing an internationalized career center, progress should continue towards the international center's enhancement. A few recommendations for this continued enhancement follow.

Designated full-time position. One recommendation for the improvement of an internationalized career center is to add one full-time international programs coordinator to the career center staff. The coordinator would be responsible for all internationally-related programs. Having a full-time coordinator could increase the number of programs organized and offered, and it might help to increase student participation. The number of international contacts made by the career center could be increased, and more summer and post-graduate positions could be created.

The full-time position must not replace the entire staff of the career center in developing international opportunities. Nevertheless, a coordinator can organize and promote international activities for the staff and others outside of the career center.

Increased volunteer programs. Another way to enhance the program is to increase the number and variety of international volunteer programs that are offered. International volunteer programs can attract a large number of students for short-term, foreign projects. Many students previously inexperienced with diverse international cultures are given the opportunity to travel and work through international service projects. Students are more likely to participate in short-term projects rather than those that demand longer periods of time. These volunteer projects demand increased budgets and can sometimes be viewed as vacations. However, the advantages these programs offer to students are great.

International newsletter. Publicity and promotion areas within the career center are important for the increased popularity of international programs. International events and programs need to be heavily publicized, and international education and information should be made available to the student body and promoted regularly. However, there is often no single constant and consistent source of international information available. The creation of an international newsletter for the student body

would fill this void. A newsletter could work as a promotional tool and educate students on international career issues. Primarily, it could serve as a source of information for students interested in international career opportunities.

Increased ties with outside organizations. From the outset of the internationalization process, the career center must strive to increase ties with organizations that are able to provide international career opportunities for students. As an internationalized career center matures, this goal must be further developed. Relationships should be initiated with local international organizations to increase student internship placement and employment possibilities. Contacts with organizations that are outside of the local or domestic areas should be maintained through an ongoing written relationship. As ties are increased and relationships are forged, opportunities for internships and full-time positions should increase.

Increased ties with university departments. One of the strengths of an internationalized career program should be its positive working relationship with other university departments. Certain departmental relationships demand continued attention from the career center to help increase its international ties. Areas such as the study abroad department could be targeted to form joint programs and promotions. Relationships with academic departments, such as the foreign language areas and other departments with certain international associations, could be strengthened. Developing and strengthening these relationships necessitates that career center personnel meet with the faculty. The career center staff must also see that the faculty members are informed about the positive educational gains that an international opportunity can provide for a student.

Cooperation among universities. While networks do exist for universities participating in international programs, some universities interested in initiating international programs have no means of communicating with each other or knowing what programs are being developed. Communication between universities with international career programs would be a logical step to the advancement of knowledge within the field. Universities interested in internationalizing their career centers should have the opportunity to build their programs on the proven successes of other universities. A network between universities would be beneficial to the international career programs and to the students participating in them.

Travel grants. Another recommendation for enhancing the international career program would be the equalization of student opportunity for travel. Travel costs, when not donated, are covered by the students participating in foreign programs. Creating a travel grant program would attempt to address this issue by allowing students to apply for funds to assist them in reaching their foreign destinations. The fund program could be greatly enhanced by the solicitation of donors and most importantly, the acquisition of increased funds for grant use.

Program Success

The recommendations described above can have a great impact on the program and should be considered by any university initiating an international career program or an internationalized career center. Keep in mind, however, that all of these suggestions need not be essential to the success of an international career program. Components can and do vary in the popularity and the involvement the program has with the student body.

Staff Roles Within the International Career Center

Each position within the typical career center was created for general career service functions. In order to meet the rising student demand for international opportunities, each of these staff positions should be enhanced by internationalizing certain aspects of the jobs or by adding an international function. Each staff person continues to carry out the original duties set out by the career center; however, all of these positions now have an international component.

The director of the career center. The most important international function of the center director is to oversee the implementation of the internationalization process. Another responsibility of the director is to educate himself or herself and the staff of the career center about international opportunities. International education for the director is of utmost importance in promoting internationalization. Other duties can include counseling on international issues, providing international graduate program guidance, coordinating the international service program, supervising student workers in the international summer jobs program, supervising those students working on publications that promote international careers, and speaking at seminars and workshops on a variety of international topics.

Career counselor/Workshops coordinator/Internship coordinator. The international duties of this position include counseling on international issues, providing for international topics in the career seminar series, advising students on international graduate programs, and developing internships that have some international aspect.

Recruiting coordinator. The responsibility of this career center position is to maintain contact with recruiting organizations and develop new contacts. International duties focus on developing and maintaining new contacts that may lead to international opportunities. An additonal international dimension to this position includes maintaining contact with organizations that recruit students for international positions. These organizations include non-profits, educational organizations, and the Peace Corps, as well as corporate firms interested in international placement.

Career resources coordinator. This position's major role is to manage the resources in the career library. The international function focuses on the acquisition

and maintenance of reference materials and books on international careers. Additionally, the career resources coordinator is in charge of graduate school information, international directories, and contact lists.

International summer jobs program coordinator. This position can be filled by a part-time employee or by a student. The responsibility of this person is to manage the international summer jobs program. This is the only position in the center which is devoted solely to international career issues.

Chapter 6

Possible Problems of Internationalization

Problems

The success of an internationalization program and the support that can be developed from all parts of the university community can be tremendous. However, a number of problems can exist with an internationalized career program. Keep in mind that what might be a successful international program at one career center might be problematic at another. While these problems are certainly manageable, they are worth noting in the evaluation or planning of any program.

Information on Internationalized Career Programs

A great deal of information exists in the areas of the global economy, internationalization, and on international education. However, little written information is available international career programs.

This dearth of information can create problems for a university career center looking for substantial information on international career education programs or career centers with international components.

Budget

A career center is very fortunate when it has a flexible budget. This flexibility allows for the creation and enhancement of programs related to international areas. Other career centers may not be so lucky. In many student service areas, funds are allocated very specifically to certain programs with little leeway given to funding other areas. These centers have to rely on simple enhancement of programs, with new international programs requiring advanced planning and university budget proposals.

A problem for many universities is that only meager funds are available for existing programs with no additional funds for the initiation of new programs. For some career centers, funding for professional development can be non-existent. These career centers may not have the time or budget to contemplate enhancement or innovation. Budget problems are a major problem for many career centers and can be a large hurdle for internationalization.

Support of the University Administration

Many university career centers find that new initiatives are not always looked upon favorably by the administration and that new ideas are encouraged from the higher levels of the university rather than from the student service area. A progressive administration is more likely to embrace a career center internationalization process than a conservative one. Those universities that are not progressive should make an evaluation: If the need for an international program can be demonstrated by student demand, and if benefits to the student body can be proven, initiating an internationalization program should be considered.

The issue of administration support is often tied to budgetary support. An administration that sees no need for new money will very likely approve of a plan that benefits the student body and places the university in a favorable light. However, if the administration sees a long-term possibility for revenue needs because of internationalization, doubts may arise.

Student Support

Student support for international career programs provided by the career center can be great. This is especially true upon initiation of the program. However, this popularity could easily diminish or not garner the student support needed for it to continue.

One of the real threats to student support is a lapsing of enthusiasm as time passes. Many students become excited by something new. As the program is institutionalized, that excitement could diminish. Promotion and success among individual students can keep this from happening.

Another possible area of declining or non-existent student support is international interest among the student body not being as high as initially assessed. Students may express an interest in international careers without knowing the definition of what an international career really is. They can often mistake an international career for one that involves travel to Western Europe or exotic places with no requirement for any special skill or foreign language ability. As the knowledge of international careers increases, student interest may diminish.

The final possible cause of loss of student support may be that students realize the difficulty of locating international possibilities, even with the assistance of an international career center. An internationalized career center can bring an increased focus to the realities of international work and highlight the difficulty of pursuing an international career. This may not always bode well for student support.

Faculty Support

Another area which may present problems to the creation and enhancement of international programs is the lack of faculty support. The career center should make an effort to attract and maintain the support of the faculty. Many universities may be unsuccessful. There are a number of difficulties that may exist with the faculty.

The problem most likely to occur is apathy. University faculty members often lack interest in student services or programs in which they play no part. Apathy on the part of professors can lead to a projected apathy among certain students. Soliciting faculty members for their support can prevent some of this disinterest.

Another problem area may be the perception among certain faculty members that an international program can threaten their jobs or their programs. This can be especially true among faculty involved with international study programs or internationally-related academic programs. The key to success with these faculty members is maintaining a positive relationship with an emphasis on mutual benefits.

The final area which may involve problems with faculty support is the possible belief among certain faculty members that international experience is unnecessary. These faculty members may affect the interests of some students, but unless they are unusually forthcoming with their beliefs, they should not be a major concern for the international career center.

Travel Funds

The availability of funds for students wishing to participate in programs in foreign countries can be another major problem for the program. Career centers will undoubtedly have some difficulty in accumulating enough donations or corporate grants to award as student travel grants. Students very often may not possess the financial ability to pay for international travel expenses. The key to success in this area is twofold. First, students must be aware of any costs which may be incurred through international work or travel. Secondly, the career center must make every possible effort to raise funds for the creation of travel grants. Travel grants become increasingly important as any center strives to maintain an equal balance in the types of students who participate in the international career programs.

Location of the University

Finally, the location of the university can have an affect on the success of certain international career programs. Universities that are located in isolated or rural areas may not have access to international organizations or internship sites and could face problems in initiating portions of the program. Locales such as New York City or Washington, DC are ideal for establishing contact with organizations and developing relevant international internships. Other major metropolitan areas also have a large number of international organizations that could lead to international internships. Isolated or rural universities must focus their internship attention on summer opportunities or academic internships away from the university. This could decrease the popularity of the program.

Bypassing Problems

All of the problems mentioned above can be barriers to success. Fortunately, most of these problems have possible solutions. As international career programs develop, other problems can and most certainly will arise, though none should diminish the importance of internationalization.

Chapter 7

Future Trends in Internationalization

Positive Effects of an International Career Center

The internationalization of a career center can have positive effects on both students and the university. Students show an enhanced international awareness, an adaptability to living within other cultures, and an increased knowledge and understanding of the living conditions and business practices of different countries. They also possess an overall better understanding of international issues. Students placed in international positions after graduation bring diversity into a university and into their own lives.

When goals of internationalization are met, it can have positive effects on the university as a whole. Internationalization allows for a rich diversity in the university's students and alumni. Ties with international organizations are developed and programs are enhanced. These benefits to student and school should entice institutions to develop internationally-related programs, career or otherwise.

Future Trends

As universities realize the important impact that internationalism can have, changes within university career centers and other parts of the university will certainly occur. A number of other factors and trends will also serve as indicators or catalysts for change. Within the field and in the context of internationalism, a few trends can be predicted.

Interaction among the international community will continue at a global level. The media will continue to update the American public about the growing interdependency of countries. The attention to international events will continue to have an increasing impact on American education at every level.

Student demand for international opportunity should increase. As the general public and students become aware of international events, and as the interest in these

events and their locales increases, students will become more interested in going abroad and immersing themselves in other cultures. This interest ranges from curiosity and adventure-seeking to a commitment to interact and blend with the international community. As the student demand rises, universities will undoubtedly continue involvement with study abroad programs. International experiences will lead students to examine the possibilities of international careers, and they will demand that their university career centers aid them in their post-graduate endeavors.

Networks among universities with emphases on international opportunities should increase. Networks and professional associations among universities exist for study programs. None exist for work programs or other international career opportunities. This should change as student demand for international work experiences continues to increase.

Increase in the number of international work programs offered to students (similar to the variety of choices in study abroad programs). A forecasted demand by students for international opportunities will lead to the establishment of more work programs, many of which will be sponsored by universities.

Educational and professional development opportunities for counselors are needed and should be made available in the near future. Under the guise of potential trends is the hope that career counseling professionals realize the need for training on international careers and that opportunities will be developed to train counselors in this area.

Other International Career Programs

The Rice University international career program, used as the model of the internationalization program presented here, is unique in that it developed as an independent international program with its origins in the career center. Unlike the Columbia University program, it is geared towards undergraduates. Other international career programs have their own unique qualities. Michigan State University offers large-scale international placement with a focus on students locating employment abroad. Amherst College in Massachusetts also offers international career placement on a small college level. Ramapo College in New Jersey has undergone complete internationalization, from its curriculum to student services. Each of these colleges has implemented international career programs that meet the specific needs of their students.

The International Career Program as a Model for Other Universities

Internationalization of higher education and of the student service areas within universities is an area that will need to be dealt with now, or in the near future. Career

centers, as a part of student services, may be pressed to internationalize sooner than other areas because of increased student demand. The program presented here can serve as a model for other career centers viewing internationalization as a natural and possible step. The program's diversity and completeness offer a variety of options for schools to consider. It can be initiated with little budgetary support and within an isolated environment. These problems are faced by many universities and can be overcome. If this model has demonstrated to other career centers that at the very least counseling on international career options should be made available to students, then it has been successful.

Student Development and Internationalization

Arthur Chickering, a well-known theorist in the student development field, has developed a highly respected theory on the personal development of students. His research shows some of the possible benefits internationalizing a university can have on the student.

In his research, Chickering (1978) shows that students change along seven major dimensions as they develop: they become competent, learn to manage their emotions, develop autonomy, establish an identity, create interpersonal relationships, find purpose, and develop integrity. An international experience can be tied to each of these developmental areas and affect the student. However, four of these areas have particular influence on a student participating in international programs.

The first area involves the development of competence. Students develop competencies intellectually, physically, and socially. Through this development comes a sense of confidence. This can be directly tied to the student who participates in an international program. By being in a foreign environment, the student develops both intellectually and socially. This helps students develop self-confidence and a belief in their basic competence.

The second area that can be linked to an international program is autonomy. Students at this stage begin to feel that they have control and they recognize and accept their autonomy from their parents. An international program reinforces this autonomy.

The development of identity is the third area relevant to an international experience. This portion of students' development focuses on the discovery and the development of who they are. International experience allows students to experiment in a completely foreign area and to have exposure to a wide variety of new experiences. Students come away from these new experiences with a sense of the their own importance. They may also incorporate their international experiences into their own identities.

The fourth and final area of Chickering's research that is related to an international experience is that of finding a purpose. Discovering a purpose involves the students' ideas on career, leisure, and life style. Within the context of international

experience, and specifically within international career programs, this stage of development is directly affected. Students utilize the career experience and the different life styles available in an international setting to discover their own purpose in life. Results of this can be seen when students who have lived and studied abroad choose an internationally-related career.

In examining the impact of the international experience on the development of a student, it is important to note that each of the areas that are affected can vary in direction and magnitude and may often overlap. Discussion about these four areas is especially relevant when trying to promote a program that pertains to student development. These theories have significant importance within the student affairs division of the university.

Internationalization Beyond the Career Center

The career center of the university provides a realistic and plausible starting point for a number of internationally-oriented programs. However, for success with real internationalization in the university, a great deal more needs to be done. A substantial portion of the curriculum should have an international focus. Additionally, other areas of student services should maintain an international component. Internationalism is an issue that affects higher education and must be addressed and have widespread exposure.

Certainly, no educational proposal comes without some costs. Within international programs, these costs are weighed against the benefits in order to determine the feasibility of the programs. The measurable benefits to the individual have shown, however, that long-term and abstract benefits go well beyond a student's understanding of international cultures.

Benefits of Internationalization

An educated society is one that understands the differences inside and outside of its culture. International education enables Americans to closely view the outside world and understand these differences. It can help to reduce the various stereotypes that exist, and as a result, prejudice and ignorance may be lessened.

Another obvious benefit is that citizens with an international experience as part of their education can better understand international events and formulate educated opinions on international issues. These educated citizens are likely to pass on this education to their children as they increase their participation in global affairs.

International education experiences enhance the learning process. Students participating in international programs speak well of their experiences and of education, which leads to further enhancement of the system.

As we enter the new era of decreasing military competition and increasing economic integration and trade, the United States can benefit from a population that understands cultural and international similarities and differences. Education is increasingly seen as an asset to the economic growth of a nation. With international education, a strong international economy is a likely benefit. Americans with work experiences abroad learn foreign business practices and increase the country's opportunities for success. Those citizens pursuing international careers increase the interaction between Americans and the international community.

International education is certainly a positive influence on a changing and internationalizing America. As programs develop and increasing numbers of students take advantage of international opportunities, they will demonstrate positive influences on people and institutions. Students may increase their appreciation of the United States, and an understanding of America's own cultural pluralism will emerge. Americans will compete internationally on an even footing with a world that has already embraced the ideas of student exchange and international career education (Zikopoulos, 1989).

Among the international benefits that student and work exchange programs can provide is the development of a mutual understanding between nations, and specifically between the citizens of those nations. Firsthand and personal international experience helps to develop an unbiased world outlook. Additionally, American students enlightened by their international experiences are more likely to have an international focus in their career aspirations. This, coupled with the university's help in guiding a student towards an international career, increases the prospect for international opportunities. Xenophobic stereotypes fall and nations encounter an open-mindedness towards the international trade of materials, techniques, and people.

One of the most important benefits of internationalization is that through a continued understanding and establishment of international intellectual networks, international conflicts can be potentially reduced or even prevented (Posvar, 1980). In this rapidly changing era, it is certainly in the national and international interest to continue the exchange of ideas and people and enhance current programs, such as study abroad and international career programs.

Finally, the creation of international work opportunities is most beneficial to the student of the university. In this context, the university also benefits. The university, by providing an internationalized career center, has made a step toward being in the vanguard of internationalism.

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Appendix A

Publications of Interest to the International Career Seeker

The Economist is a multi-faceted weekly that examines business and current events in Europe. This is probably the one best source of information on changes occurring politically and economically. It is a must for the prospective job seeker interested in learning more about the current job scene in Europe:

The Economist
10 Rockefeller Plaza
New York, NY 10020

Daily business newspapers can also give insight into current business in Europe and ongoing employment trends:

The Financial Times of London
Business Information Limited
Towerhouse, South Hampton St.
London WC2E 7HA, UK
(Available in the United States at 14 E. 60th St., New York, NY 10022)

The Wall Street Journal
Dow Jones
420 Lexington Ave.
New York, NY 10170

A number of business weeklies are published in both the United States and Europe and provide coverage of European business and economic activity:

Business Week
McGraw-Hill
1221 Ave. of the Americas
New York, NY 10020

Forbes
American Heritage
A Division of Forbes, Inc.
60 5th Ave.
New York, NY 10011

Fortune
Time, Inc.
1271 Ave. of the Americas
New York, NY 10020

The International Herald Tribune, published by the *Washington Post* and the *New York Times,* is the only pan-European, English daily offering broad coverage of business and political events in Europe:

The International Herald Tribune
181 Ave. Charles de Gaulle, 92521
Nuilly, France

A number of other newspapers and periodicals exist in Europe that are published in English. These are primarily devoted to events within their own country. These resources should not be passed up if you intend to live and work in one particular country or region of Europe.

Another resource available to the European job seeker and especially to those that are students is *Transitions Abroad.* This monthly magazine lists a great deal of helpful information on jobs, study, and travel abroad. Students contemplating a European job should search it out:

Transitions Abroad
Transitions Publishing
18 Hulst Rd., Box 344
Amherst, MA 01004

Appendix B

Resources for an International Career Library

International Jobs Search Books

The Directory of Overseas Summer Jobs
Writer's Digest Books
9933 Alliance Road
Cincinnati, OH 45242

Educators' Passport to International Jobs
Peterson's Guides
Jacob Way
Princeton, NJ 08543

A Guide to Working in Europe
By Jessica Classon
The Mercier Press
24 Lower Abbey St.
Dublin 1, Ireland

How to get a Job in Europe
By Robert Sanborn
Surrey Books
230 East Ohio St., Suite 120
Chicago, IL 60611

International Jobs
By Eric Kocher
Addison-Wesley Publishing Company
202 Carnegie Center
Reading, MA 01867

Taking Off
A Fireside Book
By Lauren Tarshis
Simon and Schuster Building
1230 Avenue of the Americas
New York, NY 10020

Work, Study, Travel Abroad
Council for International Educational Exchange
St. Martin's Press
175 5th Ave.
New York, NY 10010

Books and Articles on Living and Working Abroad

Kohls, R. L. (1984). *Survival kit for overseas living* (2nd ed.). Yarmouth, ME: Intercultural Press. Available in bookstores.

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Appendix C

Top International Programs

Top International Affairs Programs

Columbia University
School of International and Public Affairs
420 W. 118th St.
New York, NY 10027

The largest graduate program in the country, Columbia boasts a world-wide reputation and an excellent summer work program with paid travel expenses. Columbia is strongest in Russian studies, but its programs in Western and Eastern Europe, Latin America, and Japan are strong as well. It awards the MIA, MPA, MIA-MBA, and MIA-JD.

Johns Hopkins University
School of Advanced International Study
1740 Massachusetts Ave., NW
Washington, DC 20036

Johns Hopkins has strong programs for Western Europe, Canada, and the Middle East. It awards the MA, in addition to the Master in International Public Policy (MIPP) for mid-career professionals, the PhD, the MHS-MA with the School of Hygiene and Public Health, the MBA-MA with the Wharton School at the University of Pennsylvania, and the JD-MA with Stanford University Law School.

Princeton University
Woodrow Wilson School of Public and International Affairs
Princeton, NJ 08544

Princeton's program is small-sized, with ample money for fellowships. It is best known for public policy. Princeton awards the Master in Public Affairs (MPA), the

MPA-URP (Urban Regional Planning), the MPA-JD with either Columbia University or New York University Law School, and the PhD.

Georgetown University
Edmund A. Walsh School of Foreign Service
Washington, DC 20057

Georgetown's is the second largest program in the country. Since it is involved with the State Department, the Washington location is an obvious advantage. It awards the joint Bachelor/Master in Foreign Service (BSFS/MSFS), the MSFS, MSFS-MA in Economics or History, and the JD-MSFS with the Law Center.

Tufts University
Fletcher School of Law and Diplomacy
Medford, MA 02155

Tufts is well-known for preparing students for the U.S. Foreign Service. It awards the Master of Arts in Law and Diplomacy (MALD), the PhD, and it also has an MALD-JD program with Harvard University Law School.

University of Pittsburgh
Graduate School of Public and International Affairs
Pittsburgh, PA 15260

The University of Pittsburgh is best known for political theory. It awards the MPIA, MPA, MURP, MA, MPIA-JD, and the PhD.

University of Washington
Henry M. Jackson School of International Studies
College of Arts and Sciences
Seattle, Washington 98195

This is a new program that emphasizes the Pacific Rim. It awards the MAIS and PhD.

University of Southern California
School of International Relations
College of Letters, Arts and Sciences
Graduate School
Los Angeles, CA 90089

USC's School of International Relations is another good program for the Pacific Rim. It awards the MA and PhD.

University of Denver
Graduate School of International Studies
Denver, CO 80208

This is a relatively small program. It awards the MA, PhD and the Master of International Management (MIM) with the Graduate School of Business and Public Management, and the JD-MA with the College of Law.

Top International Business Programs

University of Pennsylvania
Lauder Institute—Wharton School of Business
Philadelphia, PA 19104

The Wharton School is probably the best in the country. Students earn an MBA and an MIA

Columbia University
School of International and Public Affairs
Columbia Business School
New York, NY 10027

Columbia also awards a joint MBA-MIA.

New York University
100 Trinity Place
New York, NY 10006

NYU awards an MBA with an emphasis on international business.

INSEAD (Institut Europeen d'Administration des Affaires)
Blvd. de Constance
77305
Fontainebleau, France

INSEAD is an internationally oriented MBA program that is taught in English.

IMEDE (International Institute for Management Development)
PO Box 915
1001
Lausanne, Switzerland

This is an internationally-oriented MBA program. Like INSEAD, IMEDE is also taught in English.

Appendix D

International Directories

ABC Europe Production (European exporters)
Europe Export Edition
Western Hemisphere Publishing Corporation
8800 Gold Blossom Lane
Newcastle, CA 95658

Lists over 130,000 European exporters.

Bottin International: International Business Register
Societe Didot-Bottin
28 rue du Docteur-Finlay
F-75738 Paris Cedex 15, France

Lists more than 100,000 service firms such as banks, hotels, insurance companies, and international carriers. Also lists manufacturers and exporters.

Directory of American Firms Operating in Foreign Countries
World Trade Academy Press
50 E. 42nd St.
New York, NY 10017

Lists approximately 3,200 American firms with branches in Europe.

Europe's 15,000 Largest Companies
ELC International
Sinclair House
The Avenue
West Ealing, London W13 8NT, UK

Human Rights Directory: Western Europe
Human Rights Internet
Harvard Law School
Pound Hall, Room 401
Cambridge, MA 02138

Lists approximately 850 human rights organizations in Western Europe.

International Directory of Importers
Blytmann International
195 Dry Creek Road
Healdsburg, CA 95448

Contains information on most of the major importers.

Pan-European Associations: A Directory of Multi-National Organizations in Europe
CBD Research Ltd.
154 High St.
Beckenham, Kent BR3 1EA, UK

Over 2,000 multinational organizations are listed and described.

Principal International Businesses: The World Marketing Directory
Dun & Bradstreet International Ltd.
99 Church St.
New York, NY 10007

Lists approximately 50,000 employers.

Ward's Business Directory of 15,000 Major International Corporations
Information Access Company
11 Davis Drive
Belmont, CA 94002
Lists 15,000 of the larger international corporations.

Appendix E

Addresses of Chambers of Commerce

Chambers of Commerce, whether located in the United States or abroad, can offer information on businesses and organizations in the country of your choice. Information on economic trends and living conditions is also often available. Write to specific chambers for information. The list that follows includes the addresses of many European Chambers of Commerce.

AUSTRIA
United States-Austrian Chamber of Commerce
165 W. 46th St.
New York, NY 10036

BELGIUM
Belgian American Chamber of Commerce in the United States
350 5th Ave., Suite 703
New York, NY 10118

BRITAIN
British-American Chamber of Commerce
1640 5th St., Suite 224
Santa Monica, CA 90401

DENMARK
Midwest Danish American Chamber of Commerce
9420 W. Foster Ave., Suite 202
Chicago, IL 60656

FINLAND
Finnish Chamber of Commerce
540 Madison Ave.
New York, NY 10022

FRANCE
French-American Chamber of Commerce in the United States
55 E. Monroe St., #4500
Chicago, IL 60603

GERMANY
German-American Chamber of Commerce
666 5th Ave.
New York, NY 10103

GREECE
Hellenic-American Chamber of Commerce
Atlantic Bank Building
960 Ave. of the Americas, Suite 1204
New York, NY 10001

IRELAND
The Chambers of Commerce of Ireland
7 Clare St.
Dublin, Ireland

ITALY
Italy-America Chamber of Commerce
350 5th Ave.
New York, NY 10118

NETHERLANDS
The Netherlands Chamber of Commerce in the U.S.
One Rockefeller Plaza, 11th Floor
New York, NY 10020

NORWAY
Norwegian American Chamber of Commerce, Inc.
World Trade Center
350 S. Figueroa St., Suite 360
Los Angeles, CA 90071

PORTUGAL
Portugal-U.S. Chamber of Commerce
590 5th Ave., 3rd Floor
New York, NY 10036

In this monograph, Robert Sanborn, Director of the Career Services Center at Rice University states that, "events both political and economic are shaping a world where Americans can no longer maintain a cultural isolation." He points out that, while American college students lack knowledge in global geography, and few study foreign languages, many have a yearning for exposure to a wider world. The university career center can be an important starting place for heightening the awareness of American students to international events and opportunities. A university career center with an international program can inspire students to look beyond the power struggles that form the surface of international affairs and discover different cultures, attitudes, languages and motivations.

At the center of the discussion here is a step-by-step description of Rice University Career Center's successful international program. Readers will learn: the importance of garnering administration, faculty, student and alumni support; how to promote an international career planning program; what services to offer; the inevitable problems to anticipate; and much more. In addition, the five appendices contain highly useful information such as what resources to include in the international career center library, and a list of the top international programs in American universities.

Career counselors and career center personnel seeking to expand their career planning programs and aid students wishing to study and work abroad will find *Internationalizing Career Planning* an invaluable resource.

About the Author

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